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Heart of Europe. By RALPH ADAMS CRAM. New York: Charles Scribner's Sons. Pp. 325. \$2.50 net.

That part of Europe between the Seine and the Rhine, celebrated for its history and monuments of artistic beauty, has been so destroyed and desecrated by the present unnecessary and cruel war that the author cries out with a broken heart against this so-called "highest civilization in Europe."

Mr. Cram gives a vivid account of the evolution of Belgium and a powerful arraignment of the destruction of its magnificent schools and churches. His artistic, poetic, and religious nature causes him to write in a vivid, entertaining and instructive style that carries the reader with him. The book is beautifully illustrated.

The Boy's Life of Lord Roberts. By HAROLD F. B. WHEELER. New York: Thomas Y. Crowell Company. Pp. 272. \$1.50.

Perhaps the best as well as the most interesting history for boys is the biography of some strong, noble man or woman who have served their country with sincerity and with humility. Such is that of Lord Roberts. He was a man of keen insight, singleness of aim and genuineness of purpose, who was beloved by all and a national hero because of his character coupled with his deeds.

Teachers will do well to encourage every boy to read this book.

College Sons and College Fathers. By HENRY SEIDEL CANBY. New York: Harper & Brothers. Pp. 233. \$1.20 net.

This is an examination of college education from three standpoints—that of the student, that of the professor, and that of the results achieved. The author has a keen insight into college life and problems, and while it is written primarily for students and parents, college and school teachers will find it very suggestive and helpful. It contains much of sound educational wisdom and to-day when there are so many influences tending towards a narrow vocational training it is encouraging to find a clear note sounded in favor of an irreducible minimum of liberal education. "If we exclude or unduly delimit a liberal training in our colleges, and especially in our schools, as sure as night follows day there will be a decrease, and a sharp one, in the intellectual sympathy which makes intellectual leadership possible. Cut out history, cut out literature, cut out mathematics beyond its elements, and in a stroke you cut three of the bonds that unite society."